DOCUMENT RESUME

ED 279 478 RC 016 151

AUTHOR Peters, Joyce
TITLE The Rural Aide Model: A Method for Serving the Rural Student with Handicaps.
PUB DATE Oct 85
NOTE 14p.; Paper presented at the Annual Meeting of the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985). Sample forms contain small print.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Curriculum; Data Collection; Disabilities; Early Childhood Education; Elementary Education; Individualized Education Programs; *Individualized Instruction; Itinerant Teachers; Mainstreaming; *Models; Program Descriptions; Recordkeeping; *Rural Education; Small Schools; *Special Education; Student Evaluation; Task Analysis; *Teacher Aides
IDENTIFIERS *Teaching Research Data Based Classroom Model

ABSTRACT

The Rural Aide Model is a proven, functional model in which an aide or para-professional is trained in the components of the Teaching Research Data Based Classroom Model and provides individual instruction, under the supervision of a certified teacher, to one or two children with handicapping conditions. Usually the instruction occurs within the context of a regular elementary classroom. Typically, the classroom teacher will have minimal preparation for dealing with the instructional needs of handicapped students but can provide professional supervision to the rural aide who is specially trained to deal with such students. In many cases, the rural aide works under the joint supervision of the regular classroom teacher and an itinerant special education certified specialist. Behavior modification techniques have been woven into the model, and heavy use is made of this technology in the instructional process as well as in management of student behaviors. Of the model's 10 major components, the 4 most applicable to the rural aide are the task analyzed curriculum, specific student assessment procedures, program planning procedures, and a data collection system. This report includes descriptions of program components, an example of task analysis, and recordkeeping forms. (JHZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Rec'd 3-16-1987

ED279478

The Rural Aide Model:
A Method for Serving the
Rural Student With Handicaps

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joyce Peters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC016151

Joyce Peters
Teaching Research
Monmouth, Oregon 97361

Paper presented at the Annual Meeting of the Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).

DW12

BEST COPY AVAILABLE

A common problem shared by children with handicaps is that of isolation. Because of their limited abilities to make friends easily with other nonhandicapped children they find themselves naturally in isolated situations. A child with handicaps who resides in a rural setting is isolated in a much broader sense, in that not only does he have the isolation brought about by his disability but also, because of the sparse population, he may be the only child in the area with special educational needs. It is frequently prohibitive for the local school district to organize classrooms or educational facilities that will service the child adequately. The purpose of this paper will be to share a method developed by Teaching Research and the Oregon Mental Health Division by which such children can be appropriately served. The RURAL AIDE MODEL was developed to serve Oregon's developmentally disabled population (which includes students in the moderate, severe or profound range of handicapping conditions) in sparsely populated, rural portions of the state. The Rural Aide Model is a proven, functional model in which an aide or para-professional is trained in the components of the Teaching Research Data Based Classroom Model, (Fredericks et al., 1982) and provides individual instruction, under the supervision of a certified teacher, to one or two children with handicapping conditions. Usually the instruction occurs within the context of a regular elementary classroom, fourth grade for example. Most typically, the fourth grade teacher will have minimal preparation for dealing with the instructional needs of handicapped students, but can provide professional supervision to the rural aide who is specially trained to deal with such students. In many cases, the rural aide works under the joint supervision of the regular class teacher and an itinerant special education certified specialist.

The Teaching Research Data Based Classroom Model received national validation as an exemplary educational program from the Joint Dissemination and Review Panel (JDRP), convened by the U.S. Office of Education. The JDRP validation was granted based on research data presented which showed significant student gains on the part

of students whose teachers received training in the Data Based Model.

The model is a comprehensive classroom management system developed under a federal grant during the early 1970's. The model is designed for students ages preschool through upper elementary who have moderate and severe handicaps. The Model is designed to be used in the public school setting, but has been successfully implemented in more restrictive settings as well.

Behavior modification techniques have been woven into the Model and heavy use is made of this technology in the instructional process as well as in management of student behaviors. The Model contains specific assessment procedures, a task analyzed curriculum, program planning procedures and a data collection system. Ten major components comprise the Data Based Model, however, this paper will highlight four key components most applicable to the rural aide: curriculum, assessment procedures, clipboard system, and data collection procedures. All units of the curriculum emphasize the teaching of skills functional to each student's environment.

CURRICULUM

The curriculum designed to be used with this model is The Teaching Research Curriculum for Moderately and Severely Handicapped (Fredericks et al., 1980). It is comprehensive in nature and covers the areas of Gross and Fine Motor, Cognitive & Self Help, Prelanguage and Language. Each volume of the curriculum is a collection of task analyzed skill sequences, organized in developmental fashion. Each task analysis contains easy to understand information for the aide's use: name of the skill, approximate developmental age of acquisition, terminal objective, the task analysis organized into phases and steps, suggested materials for teaching the skill, and teaching notes. See Table 1 illustrates a task analysis from the curriculum.

STUDENT ASSESSMENT

A placement test has been developed which assists the practitioner in determining which specific skills within the four curricular domains motor, cognitive, self-help and

Approximate Age for
Skill Acquisition
2-3½ Years

S. Puts Pegs in Pegboard

Terminal Objective: Student puts five short, shouldered pegs in the holes of small wood or plastic pegboard.

Prerequisite Skills: Ability to pick up objects and grasp with a neat pincer grasp (thumb and index finger).

Phase I — Teacher physically assists student to put one peg in hole of rubber pegboard.

Phase II — Teacher assists student to place one peg over hole in rubber pegboard. Student pushes peg into the hole.

Phase III — Student puts large pegs in the holes of a rubber pegboard independently.

Phase IV — Student puts tall, slim pegs in the holes of a large wood or plastic pegboard independently.

Phase V — Student puts short, slim pegs in the holes of a small wood or plastic pegboard independently.

The following steps are to be used with Phases III-V only.

Steps

1. Student puts one peg in.
2. Student puts two pegs in.
3. Student puts three pegs in.
4. Student puts four pegs in.
5. Student puts five pegs in.

Suggested Materials: Phase I - 2" tall plastic shouldered pegs with rubber pegboard; Phase II - 2" tall round wooden pegs with wooden pegboard; Phase III - ½" tall wood shouldered pegs with wooden pegboard.

Teaching Notes:

1. Teaching Sequence: Teach this skill beginning with Phase I, then teach Phase II. Then teach Phase III steps 1-5 before teaching Phase IV steps 1-5 and Phase V steps 1-5.

2. Pegs can be placed in holes to form any pattern. They do not need to be placed in a line.

Table 1

Sample of Task Analysis

language are deficit skills and should be priorities for instruction with the student. The placement test is simple and straightforward to administer and is successfully utilized by numerous rural aides within Oregon each year.

CLIPBOARD SYSTEM

Teaching Research has developed a management system for each student's individual programs which, very simply, is a clipboard system. From the assessment of the student's skills and deficiencies, the skills to be taught are put into individual instruction format. Each of these individual programs is contained on the student's clipboard which results in a very efficient communication tool for the rural aide to utilize in reporting to his or her supervising teacher. The student's progress can be quickly assessed through review of the data recorded by the aide. Appropriate use of the clipboard essentially replaces lesson plans.

The clipboard is composed of a series of forms beginning with the clipboard cover sheet and followed with the language and consequence file. The weekly cover sheet lists all the prescriptive programs for which a student is currently being programmed. A space is provided for the aide to initial as each program is conducted for the day. The language and consequence file is a list of social reinforcers (Wow! Good work) found effective with the student as well as primary/tangible reinforcers. In addition space is provided to record the student's receptive and expressive language levels. Areas are also provided for general comments and skills to be generalized (Table 2).

The next set of forms relate to specific instructional programs and contain all the information the aide will need in order to deliver instruction to the student. The sample contained in Figure 1 illustrates typical information contained on a program cover sheet. The aide may be responsible for the design of this information for her student(s) or, in some cases, the specialist may develop the program cover sheet for the aide's use. In either case, the supervising teacher can determine quickly and easily the exact format that instruction has taken.

Teaching Research Infant and Child Center

LANGUAGE FILE, CONSEQUENCE FILE, AND GENERAL COMMENTS

Child's Name: Robert Clarke

Reinforcement File

PRIMARY/TANGIBLE:

potato chips, peanuts, raisins, hot cocoa, pop, grape juice, balloons (teacher blows for him), xylophone, play-doh, view master, stickers (on his shirt), Jack in a box

SOCIAL: (Examples)

Telling him how proud his mom will be about his good work.

Applauding and clapping with enthusiastic praise.

Pats on the back and back rubs.

SKILLS TO BE GENERALIZED: (Give the child a chance to show you these new skills.)

Have him identify body parts on self, other children, staff or dolls.

Ask him to match color card to his clothing, toys, balloons, etc.

Vary the cues when you ask him to identify - show me, find, which one is the, point to, etc.

Receptive Language

Responds to "Where's the _____?" when asked about common objects (pencil, paper, etc.) Follows one concept commands (give me that, go to the table, stand up, etc.). Follows some two concept commands given gestural prompts.

Expressive Language

Approximates most one and two syllable words by imitation when presented one word at a time. Encourage imitation of verbs and three syllable words. Give lots of reinforcement for words he uses spontaneously.

General Comments

Robert works best if you keep a smooth, even pace and give him lots of praise for waiting, sitting and attending between trials or programs.

Read the behavior treatment clipboard regarding Robert's specific program for non-compliance.

Table 2

Language File, Consequence File, and General Comments

Teaching Research Infant and Child Center
PROGRAM COVER SHEET

Pupil: Robert Clarke **Date Started:** 9/11/80 **Date Completed:**	**Program:** Puts Pegs in Pegboard
Verbal Cue: "Robert, put the peg(s) in"	**Materials:** Phases I-III Use rubber pegboard with jumbo pegs. Phase IV Use wooden pegs and board. Phase V Use small pegs and pegboard. Run at table or desk
Non-Verbal Cue: Place the number of pegs he is to put in to the left of the pegboard. Phases I-III give appropriate assistance.	**Reinforcement Procedure:** 1:1 Primary/Tangible paired with praise for each correct response. Use primary only if tangible is not eliciting responses.
Correction: Say, "No, Robert, put the peg(s) in" then assist him to pick up the pegs and put them in the holes until he completes the step prescribed, then give mild social reinforcement.	**Criterion:** Three consecutive correct before moving to next phase/step.

Figure 1

Program Cover Sheet

BEST COPY AVAILABLE

DATA COLLECTION PROCEDURES

A simple and straightforward system for recording a student's performance during a work session is an integral component of the rural aide model. The aide records whether each trial during a work session is correct (x) or incorrect (o). The data is analyzed for each program at the days end and a decision is made, based on the data pattern, whether the student will be moved ahead to the next step in the task analyzed sequence; retained at the same step for another day; or whether a change of some sort is indicated based on poor performance (change the reinforcer, break the task into smaller, more easily mastered increments). See Figure 2 for a sample data collection format.

TRAINING RESULTS

The training component is composed of a 5 day training session accompanied by two follow-up visits to the aide's own work site by a staff member. The 5 day session includes practicum involving direct teaching with students in a demonstration classroom, and a small group lecture and discussion sessions accompanied by written and reading assignments. There are nine training objectives and each trainee's performance is measured against each of the nine objectives. During follow-up, data are gathered relative to the implementation the trainee has made and the quality of those components implemented. Figure 3 contains training data for a group of 12 rural aides who were trained at Teaching Research during the 1984-85 school year. As a group, the aides met 91% of the training objectives. Figure 4 displays the implementation data gathered at the first and again at the second follow-up visit. At visit one, the rural aides had implemented 100% of the applicable components and 80% of those were at a criterion level of quality. Approximately eight weeks later, the twelve rural aide received their second follow up visits and at that time, 100% of the applicable components were in place and 100% were at a quality level.

Teaching Research Infant and Child Center

RAW DATA SHEET

X = Correct
0 = Incorrect

Name: Robert Clarke Program: Puts Pegs in Pegboard

Reinforcer	Phase	Step	Trials 5	4	3	2	1						Comments	Date
Baseline	V		0/0	0/0	0/0	0/0	0/0							9/11
	IV		0/0	0/0	0/0	0/0	0/0							
	III		0/0	0/0	0/0	X/0	X/X							
	II						X/X							
	I						X/X							9/12
Social/ Peanuts	III	2	X	X	0	0	X	X	0	0	X	0		9/13
	III	2	0	X	X	0	X	0	0	X	0	0	Started spitting out peanuts towards end	9/14
Use Juice	III	2	0	X	X	X							Really worked today!	9/15
Social/ Juice	III	3	X	X	X								Puts more than two in	
PROBE	III	5-4	5/4											
AHEAD	IV	5-1	5/	4/	3/	2/	1/							

Figure 2
Sample Data Sheet

BEST COPY AVAILABLE

1984-85 Aide Training
N=12

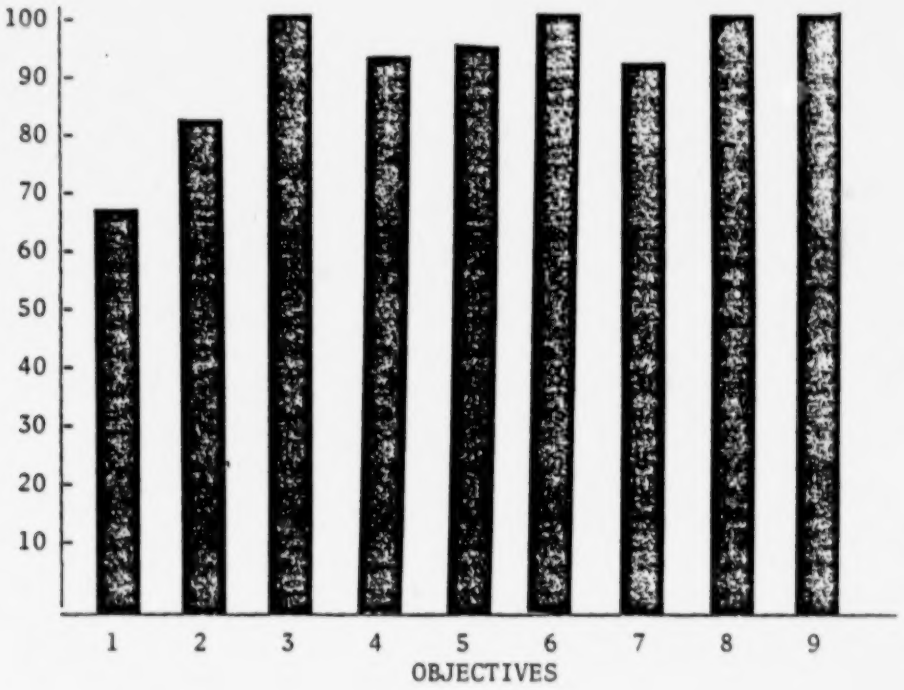

Figure 3

Aide Follow-Up Data

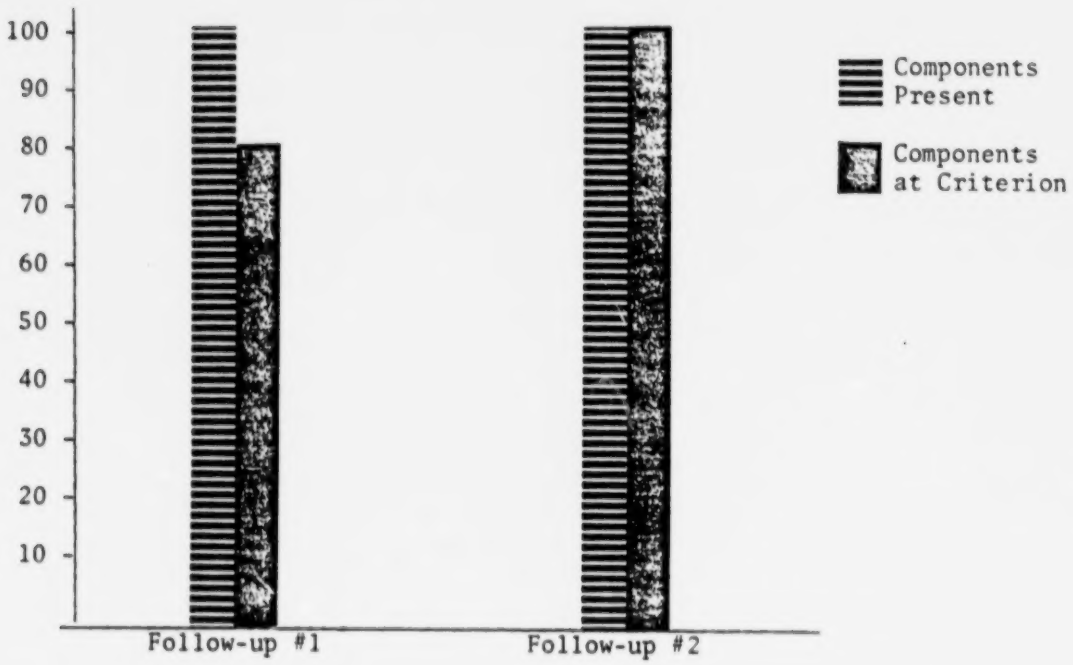

Figure 4

SUMMARY

THE DATA BASED MODEL is a proven, functional model to serve special education students in rural settings where limited special educational services are available. The Model has been effective in assisting the trained rural aide in assessment, program planning, and evaluation of student progress. The model stresses the importance of data collection and the regular analysis of that data for making program change decisions.

Further information regarding training opportunities in the Data Based Model can be obtained by contacting the Director of Training, Teaching Research, Monmouth, Oregon 97361.

DW12

References

Fredericks, H.D., Baldwin, V.L., Moore, Wm., Petersen, J.M., Templeman, T.P., & Toews, J.W. (1982). A data based classroom for the moderately and severely handicapped (4th ed.). Monmouth, OR: Instructional Development Corporation.

Fredericks, H.D., Hanks, S., Makahon, L., Fruin, C., Moore, Wm., & Templeman, T.P. (1980). The Teaching Research curriculum for moderately and severely handicapped (Vols. 1-3). Springfield: Thomas.

DW12